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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Editorial

Executive State Secretaries

THE executive secretary of the State Association is a modern development of high importance.

He has discovered an uncultivated field of educational service and has confined himself to doing what no one else had done, and has rendered the service so devotedly, so skillfully, so unselfishly that he is indispensable to educational success in the state and nation. The executive secretary has avoided rocks and shoals so naturally that it is quite common for those in service and those from outside who have occasion to deal with the secretary to say that he is exceptionally wise and efficient.

The success of these executive secretaries is so universal and they are so uniformly wise and skillful that it is impossible to attribute their achievement to good luck in getting the right personality. There must be something inherent in the responsibility involved to develop caution, to promote skill in dealing with human nature, and to inspire ardent devotion to a great cause.

An executive secretary of a State Association has his hand on the throttle of the locomotive, is the conductor of the train, and is the flagman with the red signal guarding the train from the rear.

The engineer cannot start the train till the conductor gives the signal, and the conductor cannot give the signal till the flagman signals that all is safe in the rear.

The executive secretary of the State Association is literally three-in-one serving the teachers, the school officials, and the public discreetly and efficiently.

The executive secretary of the State Association is largely responsible for the 200,000 membership in the National Education Association, and for the life membership which makes possible the best headquarters building that any organization in Washington will enjoy.

O'Shea Re-elected

DR. WILLIAM J. O'SHEA is unanimously re-elected superintendent of New York City for a term of six years. George J. Ryan, president of the School Board, vacated the chair to place Dr. O'Shea in nomination as a man "who during forty-four years in the school system has always given an efficient administration." Samuel Levi, the newest member on the School Board, seconded the nomination because he has a reputation for reaching decisions "without political preferment or religious bias."

This further demonstrates that public school administration is about the only stable function in the New World. The United States Senate is chaotic; the Supreme Court may be in jeopardy; finances are trembling; the churches are squabbling; family life is out-of-joint; but superintendencies and elementary principalships were never as stable as they now are.

The Journal of Education has been saying almost weekly that this is the administrative age in education.

Dr. Judd and Chicago Schools

DR. CHARLES H. JUDD has proposed the most definite series of suggestions for the Chicago schools that has been prepared:—

"A school board detached from the city hall. People do not understand that the board is not a city, but a state group, not accountable in any way to the mayor, who acts merely as the representative of the state in making appointments to it. All the political patronage exercised by the city hall in the matter of the board of education is absolutely without legal foundation. The jolt the city hall needs can be administered by revising the law so as to make the board an elective body, elected at a time when no other candidates are before the people.

"A school fund limited only by state law and economically administered. The elective board should be recognized as having the right to levy taxes for maintenance of the schools. The present board, if it desired, absolutely could refuse to be used as an agent for lavish expenditures on janitors and in the award of undesirable contracts.

"A greatly strengthened superintendency. There should be no appointment whatever in the educational staff except on recommendation of the superintendent. The board of education should have no appointive power except the power to veto.

"A large and more competent supervisory staff. In one district of Chicago there is a staff of three persons, one executive [district superintendent] and two supervisors, to handle a school district that in itself is larger than the city of Minneapolis. One immediate change that should be insisted upon, whether a general enlargement of the staff is obtained or not, is the introduction of a vigorous bureau of efficiency.

"A financial organization which knows how to operate on the basis of a balanced budget. If any private business were confronted with vague statements about financial status remotely like the statements which come from officials of the school board, the stock of that business would have to be withdrawn from any well run stock exchange.

"An enriched curriculum of the schools of Chicago. There is a call these days for a new type of cultural education which shall fit young people for the proper use of leisure. This city has resources for unlimited educational opportunities if properly administered."

President Shepperd of Fargo

THE election of Dr. J. H. Shepperd as president of North Dakota State Agricultural College is one of the important college promotions of the year.

This college has attained high rank in the promotion of prosperity of the Northwest. One president went to the United States Senate and another has an important Federal position in Washington.

One of its noblest achievements is the eminently successful service of Dean Cap E. Miller as director of the Northwest Farm Managers Association, the most important direct service to the tenant farmer, as well as to the farm owners of Minnesota, the Dakotas, Montana, and Canada.

President Shepperd has been one of the notable leaders in this Association, and is highly esteemed by the farm interests of the Northwest. His election gives high satisfaction to the industrial leaders from Minneapolis to the Rocky Mountains.

Joplin's School Bonds

JOPLIN, on March 7, voted $650,000 for school bonds, which will complete its building program for several years.

Joplin, Missouri, James A. Koontz, superintendent, has sold the school building program, complete, as skillfully, frankly and successfully as any bond voting plan we have known in these suspicious taxation times. Four years ago Joplin outlined an annual school building plan which would provide the city with a complete equipment of up-to-the-minute modern outfit for every child in the city by 1930, and so far as human foresight can estimate nothing of importance will be needed for many years.

A bulletin answering twenty-one questions which covered every phase of the situation that parents and taxpayers would be liable to ask was

sent to every voter and to every family in the city.

As the campaign progressed no other question was raised to the disturbance of any one.

There are some statements which must have had great influence with the voters.

Of the nine cities of the Joplin class the tax levy of Joplin is the lowest.

In Missouri, as a whole, the cost of education has increased 35 per cent. in nine years, but in the same time in Joplin it has decreased 17 per cent.

The Elementary School Principal

THE elementary school is the unit of democracy, and the principal of the elementary school has a rare combination of opportunity and responsibility.

New York City has always magnified the importance of the elementary principalship, and now the New York State Department, under the inspiring sponsorship of Dr. J. Cayce Morrison, assistant commissioner for elementary schools, the State Teachers College of Buffalo, Harry W. Rockwell, president, has succeeded in creating a dual program of pre-service and in-service training for elementary school principals.

Fortunately Messrs. Morrison and Rockwell have had in special charge of the inauguration of this remarkable administrative plan Dr. Worth McClure, who is to succeed Dr. Thomas R. Cole as superintendent of Seattle.

Dr. McClure, when an elementary school principal of Seattle, was largely instrumental in organizing the Department of Principals of Elementary Schools.

Eastern College Deans

UPON the suggestion of Henry Grattan Doyle of George Washington University, the deans of men of the Eastern Colleges created an organization for their special pleasure and profit in 1929, and the meeting at Atlantic City was a notable success. The special papers were by Dr. David A. Robertson, of the American Council on Education; Dean H. C. Stone, of West Virginia University; and Dean R. H. Rivenburg, of Bucknell University. The officers are: Dean Max McConn, Lehigh University, president; Dean Kenneth O. Mason, Brown University, vice-president; Theodore A. Distler, New York University, secretary; Dean H. E. Stone, West Virginia University, treasurer.

Latin-American Friendliness

"AMERICA-MINDEDNESS" must mean "North and South America-mindedness." This necessitates immediate action.

California schools are leading officially in this activity. State Superintendent Vierling Kersey says California schools till July, especially, will stress the study of social, economic, and cultural conditions in Latin-American countries. The real motive in this is to supplement the activities of the Pan-American reciprocal trade conferences to be held in Sacramento in August to promote understanding between business men of the Western hemisphere.

The schools of Arizona and Texas are sure to intensify their activity in this direction, and Florida, reaching out into the Latin island world, is likely to take a leading part at once.

There is no such opportunity in the New World as the University of Florida can have in being the social, business, and official conference ground of the United States and the South American continent.

Personal Service

NO FEATURE of summer school service is more vital than emphasis of personal characteristics of children in their relation to the use of education for profit and pleasure, and New York University will contribute greatly to the value of the summer session by bringing to the faculty this summer Dr. Eugenie Leonard, widow of Robert J. Leonard, late director of the Department of Education of Teachers College. Dr. Leonard will conduct the class formerly given by Dr. Anna Y. Reed for deans and advisers of men and women. Dr. Reed is offering courses in vocational guidance, counseling methods, and personal administration.

University of Havana

THE International Congress of Universities commemorated the two-hundredth anniversary of the founding of the University of Havana, and was attended by representatives of universities all over the world.

The chief purpose of this meeting was the promotion of good will and understanding, especially between the people of South and North America.

Discussions centred on such topics as the way in which universities should prepare their students for civic life, the universities' contributions toward character building, the planning of university studies to insure the co-operation of students in scientific research, the importance of physical culture, student organizations, intelligence and character tests for admission to a university, extension courses, traveling scholarships, etc.

The University of Florida was especially interested in this meeting because of the proximity of Florida to the countries of Latin America. President John J. Tigert of the University of Florida is personally and officially interested in the promotion of good will and understanding between the educational leaders of the New World.

Belding's Page

THE TEACHER SUPPLY

A FEW years ago the schools of the nation faced a shortage of teachers. Now the teachers, particularly the newer ones, face a shortage of schools. Usually the fact is stated the other way, however.

The Normal Schools are turning out more teachers than places can be found for. That is sad for the teachers who are left out. Some of the Normal Schools are ashamed of having added to the over-supply. By proper selection of candidates that danger might have been reduced.

The thing that has happened is a result of economic law. The general salary level of the teaching profession has been raised since the war to a plane where it looks good to more people. This is not saying how it looks to those in the profession. That has little to do with the attractiveness of teaching to those who view it from the outside.

Many of the Normal School students are the daughters of immigrants. To them the social status of a teacher is attractive. They would rather teach than work in an office, a factory, or anywhere else that occurs to them as possible.

It is a positive advantage to the schools of today and tomorrow that the supply of teaching material is commencing to be large enough to allow selection of those best qualified. School officers should see that the selections are made upon that basis.

One unfortunate result of an over-supply of teachers—or an apparent over-supply—is to discourage the advancing of salaries in all places, including many places where schedules are too low.

The pendulum of supply and demand swings back and forth in the teacher market, as in every other.

BETWEEN TWO MASTERS

PARENTS have better opportunities of knowing their children than teachers do. But teachers know them in a different way; see other sides of their characters; and have a more expert knowledge of the processes of child development. Teachers know children en masse. They quickly recognize a child that is abnormal. Parents, on the other hand, know their own children far better than any other children, and are apt to think their own the only normal ones.

It is a good thing for the children when parents and teachers get together and exchange their viewpoints and observations.

The teacher is aided by knowing the child's background. Only by such knowledge can she separate the individual child from the mass and judge that child intelligently. No child ever seems the same to the teacher after she has seen him in his home. This is not so much a plea for visiting teachers as for teachers visiting.

Parents have a larger responsibility for the child's development than do teachers. They nurture the child in the extremely important preschool years. Upon their care of the child depends much of his physical, mental, and moral health in later years. And parents, as a class, are amateurs at child training. Not only that—a good many of them shirk their obligations, trusting to the teacher.

Parents need educating in education. Teachers need educating in the home background and idiosyncrasies of the child.

Not to bring parents and teachers together is to leave the child between two masters whose disjointed efforts lead to wastefulness and disorder.

FAILURE IS SERIOUS

UNFAIR indeed would be the assertion that the majority of pupil failures are due to the school or the teacher. The causes are complex, often deeply hid and difficult to assess.

The teacher and the school ought not, however, to shirk any portion of the blame which may properly belong to them. Nor ought they to overlook the fact that to brand a pupil as a failure is very serious business.

If any large percentage of pupils in any class fail to pass a test the validity of the test itself should be seriously questioned. How many teachers doubt the test, under such circumstances, and how many grimly jot down the marks against the pupils' names and proceed to "blow up" the class?

The attitude of the teacher toward failures is a thing that will bear much study by supervisors and principals. From it may be learned much about the quality of the teaching.

Anson W. Belding

Associate Editor.

Are Semi-Annual Promotions Desirable?

A Symposium

[*Continued from April 7 Issue.*]

By FARNSWORTH G. MARSHALL
Superintendent, Malden, Mass.

FIFTEEN years' experience with annual promotions and sixteen with semi-annual have convinced me that for New England, and particularly for Massachusetts, the annual promotion is the most desirable, because it coincides with the normal family, civic and business life of our communities. The semi-annual plan had many points in its favor, notably the flexibility of promotion, insuring rapid advancement for the gifted pupil and less retardation for the dull.

These advantages are not so marked in recent years owing to the rapid development of special class work and the marked attention being paid to individual differences. Many of the pupils benefited by the semi-annual plan are now better served by these other educational agencies.

The chief objection to the semi-annual plan is that it is directly opposed to all that the community is doing. Mid-year graduates find it difficult to obtain business positions. The majority of our colleges are organized on the annual basis.

Athletic teams are broken up in the middle of the season. The high school must be reorganized twice each year, creating an administrative problem. The New England business and social life is organized on the September to June plan with two months' vacation and shows no signs of desiring a change.

In this case it is probable that our educational theories must yield to the practical difficulties involved.

By T. J. SICKLES
Superintendent, New Brunswick, N. J.

MODERN education theory and practice demand that each pupil be recognized and treated as an individual. Curriculum requirements must not be the same for the various ability groups. Modern tendencies in education are pointing in such a direction. It is now recognized that the school should adjust itself to the needs, interests and abilities of individual pupils.

According to educational plans of the past the courses of study were graded to the needs of the so-called average group. Whether or not such a group ever existed has never been clearly demonstrated. Pupils passed according to a teacher's estimate and a set examination. No attempt was made to determine the challenging power of materials to secure the largest student development, neither was appropriateness of materials suited to meet students needs ever questioned.

Of course, there were failing pupils and brighter students who needed special attention. That the failing pupil might not be compelled to repeat grades unduly, that bright pupils might not be forced to skip a whole year the semi-annual promotion of pupils was suggested and inaugurated. Now that some of us have to use it in the administration of school systems are we handicapped or aided in fitting the school and its classroom work to the needs of pupils attending the public schools? Certainly one may justifiably express grave doubts when he attempts to answer the question in favor of semi-annual promotions.

School systems and the students for whom such systems exist lose a great deal of valuable time through use of semi-annual promotions. Twice each year much time is lost from the teaching period of a school year that already has a plenty of school interruptions to its active school program. There is also considerable waste in time and effort because of small mid-year graduation classes. Semi-annual promotions are directly responsible for such a condition. There is an inclination to small classes all along the line.

An added disadvantage presents itself in schools of from six to nine hundred pupils, under the semi-annual promotion plan. Consideration of individual differences among pupils receives little attention. Instead of having at least three classes of each grade and thus having an opportunity to group pupils somewhat homogeneously we must organize each school with groups of pupils of different abilities mixed in one class to hinder the teacher's work and waste taxpayers' money.

Formerly school administration has used retardation of pupils as a corrective for failure of all types of students. Schools have been adjusted to low ability pupils by this method. Pupils do not need more practice in each grade if it has to be secured through undue retardation. Something beside skills are to be taught in the elementary grades. The dull pupil as well as the bright one should have a chance to benefit by acquiring values secured in the modern seventh and eighth grades. Surely the world will mean more to him after he leaves school.

When the Junior High School level is reached, reduce the number of subjects in the slow pupil's program and expect a satisfactory mastery of such progress rather than subject him to failure.

Discouragement follows repetition and sacrifice of opportunity to reach a higher grade results from repeating. Why then retain semi-annual promotions on the basis of prevention of too much repetition? Surely the brighter pupil may be accelerated in other ways so that semi-annual promotions are not necessary to limit the period of skipping to a reasonable length.

Capable pupils must always be accelerated when it is to their advantage, but I hold that a method of promotion that takes place twice a year is not necessary or advisable. Begin acceleration of any student whenever it appears that the pupil is a proper subject for this adjustment. In no way may one interpret the above statement to mean that at the end of a half-year or a year for that matter is the best time for skipping a pupil. This thought just expressed destroys the second reason for semi-annual promotions.

To sum up briefly. Semi-annual promotions:—

1. Make for waste of valuable school time and cause considerable school upset in the classrooms.
2. Prevent school administrators from making wise groupings of pupils by grades because of increase of numbers of grade sections with a corresponding decrease in chance for ability sections.
3. Hinder development of courses of study on ability levels.
4. Tend to promote a disregard for individual differences, enriched programs, individual adjustment materials and careful study of student body as individuals.
5. Make for larger costs because of the tendency toward smaller graduation classes at mid-year time which compel the school system to expend undue effort in preparation of such classes for finishing. Also Senior High School graduation classes tend to remain for post graduate work.

The individual pupil rather than the class is the unit of instruction. Marked individual differences must be discovered and provided for to make group teaching successful in any schooi system. It is my belief that a system of annual promotions best provides for such demands. Such a system also allows for a larger degree of flexibility of class and individual adjustment than does semi-annual promotions.

By J. WAYNE WRIGHTSTONE
Principal, Summit, New Jersey

IN THE final analysis of facts, are annual or semi-annual promotions anything except a logical fiction devised in order to satisfy some administrative expediency? While it may be argued that semi-annual plans may allow a student to graduate half-a-year earlier than his fellows who are in the annual promotion plan, it is probably true that a progressive school system could plan some work that would be valid for his needs during such an interim. The whole problem is one that appears to be a heritage of a graded system of instruction in which certain brands of skills, knowledges, and attitudes are held to be both sacred and valid for a certain grade and no other. The fallacy of the argument has been proved upon facts that are indisputable that no particular item of the school curriculum is valid in a certain grade only. For instance, individual systems of instruction have shown that some individuals of a particular grade are able to become proficient in skills and knowledges sometimes reserved for a graded class other than theirs. Our objective standard tests prove the same point.

For the purpose of my thesis, I maintain that a graded system of instruction and its device of a mystical promotion of the child from one distinct level into another level means in the ultimate analysis a changing of personnel of either class or of teachers or of both. This view of the matter faces rather frankly the implications that it is probably both wise and desirable to reorganize the personnel of classes, to reorganize the curricula, and to reorganize the teaching personnel. The name of this process is ofttimes called promotion. Whether it is desirable to reorganize annually or semi-annually should probably be determined by an objective and scientific survey of local conditions. I hazard the opinion that taking the entire educational system as it is now organized, annual promotion, or reorganization, will be more desirable than semi-annual.

We cannot well afford to ignore factors that contribute to the whole problem. Those that seem most directly affected are: Classification within each grade; differentiated courses of study, or curricula; correlation of physical, social, and mental ages of individuals and of groups; and adoption of progressive teaching techniques.

What profits it to have a child who has on standard tests been found to have mastered only the average level of skills of the fifth-grade child promoted into the sixth grade either annually, semi-annually, or retarded in the fifth grade for another year?

Would it not be a better policy to use more than an intellectual or mental age in promotion of pupils? Expediency forces systems whether they will or not to recognize social and physical age. When this is done, different standards and criteria of promotion are set up for different groups; and such terms as fifth grade and sixth grade may have different concepts and antecedents in various places. It causes the nomenclature of a graded system to become obsolete in its meaning and essence, and a grade becomes a tradition that has little reverence except among those who would use no other criteria for promotion than intellectual achievement bases.

It seems to me, therefore, that it might be wiser to recognize as the next step in educational progress that the primary division of the schools should train for the fundamental skills and appreciations in groups of students that may not be compatible with the old graded system of first, second, and third grades. The level of school from

fourth grade attainment of promotion to the secondary should be made upon the primary adaptations as described by Henry C. Morrison.

It would be wise for the secondary school to follow a like course of action in its grading of students. Let them be organized into groups who make progress according to their attainment of the context. In most school systems the homogeneous groups would be large enough to form the ordinary sized class of students now taught at one time by one teacher. By a combination of group and individual instruction, the needs of the various groups would then be met.

This would allow groups to assimilate and master the context of the courses of study in periods of time commensurate with their abilities. It would mean that such factors as social, physical, and mental age would receive each its due consideration as criteria in the grouping of students. And it would mean that no one particular item of knowledge might be imputed a sacred time and place in which it must be taught except as applied psychology and practice defend that principle upon a basis of objective fact.

Summary.—Semi-annual and annual promotions are administrative devices that are essential, but which have certain unfortunate connection with the graded system of teaching. The annual promotion can be made to solve all the problems and more than the semi-annual in a system that is administered upon the following principles:—

1. Social, physical, and mental ages of each individual should be duly considered in classification and context offered.
2. A break should be made with a closely-graded system of instruction to one that recognizes the assimilation and mastery of curricular context at the group and individual's level. Progress should depend upon completion of valid units of context as judged by psychological and sociological criteria.
3. Differentiated curricular context for different groups and individuals should meet varying needs and objectives of each.
4. Employing progressive techniques of group and individual instruction should be made to adequately meet the changed conditions.
5. Promotion would thus lose its connotation of bestowing a mystical power upon an individual or group to do work of a grade higher than ever attained before and be frankly recognized as merely a changing of teaching and perhaps pupil personnel to meet practical needs and situations.

[This Symposium Will be Continued. An Expression of Your Viewpoint Will be Appreciated.]

A Coach in Every School

By EMILY V. TRUMAN
Berkeley, California

TIME in the present hurly-burly world is precious and no one doubts that it is money. So no one, not even children, can afford to do anything over, for not only do we lose time, but we lose much more, for we lose our self-respect, our confidence in our ability to accomplish the thing, and that is in many cases our most valuable asset. He who has lost faith in his own power to achieve has lost something that he will not soon regain.

No matter what it is that causes a pupil to fail, whether it be lack of ability, lack of perseverance, sickness or laziness, his card indicates nothing but failure, and the more he explains, the more likelihood there is that people will shrug their shoulders and attribute the lack of success to either laziness or stupidity or perhaps to both. My contention is that there should be no failures in any school. Do not misunderstand me—as long as children are children, and as long as schools are run as they are, there will be failures; they are bound to occur. But I would not have them run as they are. I would in a measure change the system, not very radically, for I believe in most ways the public schools are most efficient; but I believe in our promotion system we fail because we allow our pupils to fail.

Present-day classes which number in many cases from forty to fifty children permit very little time for a teacher to coach a fail-pupil, but if a regular coach were provided, it would be possible to give to failing children a few hours of time as the need arose, and thus help disheartened children find themselves. It would be economy for every school to have such a teacher, and to every system to have many such.

Children who are compelled to be quarantined should not be penalized. The diphtheria "contact," the smallpox "contact," and all the other "contacts" have had trouble enough without having "failure" placed on their cards at the end of the term; and only the very bright pupil can miss a month or so of school and still be able to bridge the gap. First section pupils sometimes may, but those of a lower group, never.

In nearly every class of forty children there will always be for some reason or other two or three failures, and in a school of forty classes there would then be at least forty who would need to repeat the term's work.

As I understand conditions, it costs from fifty to eighty dollars a year to send a child to a junior or senior high school. Taking the lowest cost, fifty dollars, and the fewest numbers of failures in the average class, the number of children repeating the work would be eighty; which at the minimum cost the expense would be $4,000, and that does not include loss of time nor loss of morale, nor does it take into consideration the fact that in all probability the next year the child would be put into a lower division because of his failure. The cost per year, therefore, is nearly twice as much as most of the teachers receive for a year's work, and if a coaching teacher had been present these failures need not have occurred, and many of the conditional promotions would have been lacking also.

Almost any teacher of good general information could coach in every subject in the junior high school, but in senior high school subjects it would probably be more difficult, although many times the coaching teacher could conduct a written lesson or a test, and free the regular teacher to aid the failing student, for of course in this age of specialization it would be most difficult to find a person qualified in languages, science, mathematics, history, English and commercial subjects. As a rule, however, if a school has so many subjects, more tutors would be necessary, and in order to lessen the expense the coaching teacher could act as a substitute in case the regular teacher were ill. That should be very beneficial too, as she would to a certain extent know the pupils, and be in a measure conversant with the subjects and methods, and should be able to accomplish much more than one who comes in a perfect stranger, and knows neither the subject nor the school.

School boards are always endeavoring to use efficient methods, to practice economy, and to raise the standards of the schools, No greater economy can be advocated than economy of time, for "That is the stuff of which life is made."

When a pupil gets behind he soon cultivates an "I don't care" attitude, and endeavors to attract attention to himself by his misbehavior, for he now knows that he can not lead in class work, and so attempts to become a leader in misconduct.

No money could be more wisely or efficiently spent than by assisting pupils to succeed—to pull themselves up to the highroad leading to success, when perhaps they were on the one headed to destruction.

Children cannot and should not be promoted who have not done the work—played the game—won the fight. But all children are not quite equally alert, and do not grasp an idea with the same readiness, and so it is quite necessary that more time be given them. Time often that the teacher does not have, because of committee meetings, teachers' meetings or whatever it may be. These occupations will not affect the coaching teacher, and she may give the needed time and attention to the necessary work and thus save the self-respect and self-confidence of the failing child, and at the same time save the teacher from the temptation of promoting a pupil who is not fully prepared, or failing one whom she knows could have been promoted had she had time to have rendered the assistance needed.

The same money spent in coaching as will be spent in having work repeated would have accomplished the following results:—

1. A better feeling would exist between pupil and teacher, for many times a pupil attributes his failure to some dislike on the part of his instructor.
2. A better morale on the part of the pupils.
3. More self-respect on the part of pupils and teachers.
4. A better name for the school.
5. More efficiency in school work.
6. A feeling of success which we all need.
7. School will become more popular with the would-be-troublesome child.
8. Less truancy. School is disliked by the failing child.
9. Last, but not least, feeling on the part of the community that the Board of Education is trying to spend the money of the taxpayer for educational purposes, and is doing it wisely and efficiently.

Tame Duck

By KENNETH KAUFMAN

There are three tame ducks in our back yard,
Dabbling in mud and trying hard
To get their share, and maybe more,
Of the overflowing barnyard store,
Satisfied with the task they're at,
Of eating and sleeping and getting fat.
But whenever the free wild ducks go by
In a long line streaming down the sky,
They cock a quizzical, puzzled eye
And flap their wings and try to fly.

I think my soul is a tame old duck,
Dabbling around in barnyard muck,
Fat and lazy, with useless wings,
But sometimes when the North wind sings
And the wild ones hurtle overhead,
It remembers something lost and dead,
And cocks a wary, bewildered eye,
And makes a feeble attempt to fly.
It's fairly content with the state it's in,
But it isn't the duck it might have been.

—The Daily Oklahoman.

Teaching as the Greatest Teacher Taught

By ARTHUR C. BOYDEN, L.H.D., Ed. D.
Principal, Normal School, Bridgewater, Mass.

(*Fourth Article*)

THIRD PRINCIPLE OF TEACHING

TEACHING SHOULD STIMULATE THOUGHT

Use of Epigrams.—The epigram is a crisp statement of the truth. It clings to the memory. Often it is in the form of an antithesis. It compels thought to apply it. "Crisp phrases startle sluggish minds and jostle them out of the ruts of tradition."

CASE VI. PLUCKING GRAIN ON THE SABBATH

Math. 12:1-8. Mark 2:23-28. Luke 6:1-5.

Setting.—Jesus and his disciples, on their way from the Synagogue, came to a field of grain. They were hungry, and, as they followed a path through the field, the disciples plucked some ears, rubbed them in their hands, and ate them. The Pharisees were watching their opportunity, and they attacked Him through His disciples. "Why do they on the Sabbath day that which is not lawful?" Plucking grain was harvesting, rubbing the ears was threshing, both were unlawful. Their law said: "He that reaps on the Sabbath, though even so little, is guilty." Jesus instantly came to their support with one of his most incisive forms of teaching.

The First Argument.—Jesus answered their question by a direct appeal to their Scriptures (Samuel 21: 1-6) "Have ye never read what David did, etc.?" Note the rebuke in the words "never read." (This passage was read on certain Sabbaths as a part of the service.) The reference was to the twelve loaves of "shew bread" which were placed on the "pure table" and renewed each Sabbath. David ate without condemnation and also gave to his followers, all of which was with the sanction of the priests. On the ground of great emergency he was considered blameless when openly violating the law. This appeal to their hero, David, was unanswerable.

The Second Argument.—He went right on with another illustration in which Sabbath labor in connection with the Temple service was not a violation of the law, rather it was a duty. "Have ye not read in the law (Numbers 28: 9-10) how that on the Sabbath days the priests in the temple profane the Sabbath and are blameless?" He referred to the labor connected with the various sacrifices, the preparation of fire on the altars, and the general temple service. The priests were blameless. The Rabbis in the teachings recognized the conditions by such statements as the following: "There is no keeping of the Sabbath in the temple"; "The servile work which is done in the holy things is not servile."

The Third Argument.—His next step was a rebuke made through a quotation from one of their prophets (Hosea 6: 6), "If ye had known what this meaneth, I will have mercy and not sacrifice, ye would not have condemned the guiltless." This was the spirit they should have shown his hungry disciples. The spirit of mercy and kindness was superior to formal ceremonies and sacrifices.

The Epigram.—The climax came as he stated the epigram, "The Sabbath was made for man, and not man for the Sabbath." Through all the years this truth has stimulated men to think out its application, for Jesus didn't explain it, he only stated the broad principle of action. The principle that Jesus had in mind was that the observance of the day must aid, not burden, men physically and spiritually. "Ceremonies are never the essence of religion."

It is interesting to follow the rapid movement of this teaching as he piled up the evidence from their Scriptures till he reached the climax. Jesus was a daring teacher, thoroughly versed in the Scriptures. His claims were unequivocal and his declarations unanswerable.

CASE VII. TRIBUTE TO CAESAR

Matt. 22:15-22. Mark 12:13-17. Luke 20:20-26.

Setting.—Jesus came into the temple on the third day of the last week of his life. This was a strenuous day of struggle with his enemies who were seeking to entrap him by insidious questions. This political trap was set by an unnatural combination of Pharisees and Herodians. They watched their time and used spies, who feigned themselves just men seeking light on a perplexing question which divided the two parties. They planned to entangle him in the words he used, and thus bring him before the governor.

All previous attempts had been to discredit Jesus as a religious teacher; the present is an attempt to expose him to the hostility of the Roman government. The coalition was unnatural, for the Pharisees represented the patriotic resistance to all foreign power; whereas the Herodians supported the Herodian dynasty and acquiesced in the Roman rule.

Steps in Teaching.—Note the elaborate introduction: "Master, we know that thou art true, and carest for no man; for thou regardest not the person of man, but teachest the way of God in truth." They seem to approach him as a teacher whom they can implicitly trust in a serious diffi-

culty. They flatter him with their apparent belief that neither appearance, wealth, power, nor prestige can influence his views.

The question was well planned, it was concise and very adroit, "Is it lawful to give tribute to Caesar or not?" They tried to pin him down to a plain yes or no (Mark 12: 15). This special tribute, the poll tax levied on each individual, was particularly offensive to the patriotic party among the Jews. They thought that the question was so worded that it would be impossible for Jesus to escape. He would have been in a dilemma with either answer.

They must have been surprised at his quick retort, "Why tempt ye me, ye hypocrites?" He was instantly aware of the trap set for him in the words, "Is it lawful," for the very legality of the tax had been indignantly disputed by the lawyers.

They must have wondered at his request, apparently so simple, "Bring me a penny" (denarius, which is a Roman coin). Possession implied the use of this coin. The rabbis said: "Wheresoever the money of any king is current, there must the inhabitants acknowledge that king for their lord." The request for the particular denarius with which they would have to pay this tribute became an "acted lesson." They may not have had a Roman coin with them, if not, the expression, "bring me," has a special point, as they would have to take a Jewish coin to the money changers.

We are told that the Tetrarch Herod Philip, alone of his family, out of flattery to the Emperor, had caused his coins to be stamped with the likeness of Caesar.

(2) The next step opened with apparently harmless question: "Whose is this image and superscription?" On one side was stamped the haughty features of the Emperor Tiberius, and on the opposite side were probably the words Pontifex Maximus. The epigram that flashed out astounded them, "Render to Caesar the things that are Caesar's, and to God the things that are God's." The use of the word "render" was significant as implying a duty in each realm. There were no further words, the teaching was completed. They thought escape was impossible for him, but he shattered their plot and caught them in their own plot. Note the interesting expression that Matthew used in closing the incident, "They marveled at his answer."

This is one of the best illustrations of the keenness of Jesus' teachings—short, to the exact point, and unanswerable. "A pregnant saying, defining the relation of Church and State for all time."

The epigram has always been a favorite form of teaching.

(1) It puts the thought of the teacher in compact form, easily caught and easily remembered. It grips the attention of an audience. (2) Its form catches the fancy and appeals to the imagination to supply what is not explained. It becomes a reservoir of constructive thought. (3) Often it is more or less enigmatical and thus compels thought or inquiry. It is the most original way of stating the truth. The uninterested will drop the matter without any effort to unravel the meaning. (4) When an antithesis is used, the truth is clearer because seen from two angles. (5) It is the form best adapted to the statement of great truths, especially in the hands of a skillful teacher. Only the master teacher could fill his teachings with them.

Jesus' teachings are especially rich in aphorisms and epigrams; they occur in every form of his teaching. Doubtless there were a number of reasons for this fact. When he spoke to the multitudes, the epigram caught their attention and stirred their Eastern imagination. When he taught great truths to individuals and disciples, they were stimulated to inquire and think. Sometimes the truth had to wait until experiences of later years revealed the hidden meaning. Sometimes a warning was hidden in the statement. Many of his parables reach their climax in an epigram.

He had to meet hostile critics and bitter enemies; the epigram became a protection to him, an unanswerable argument or the embodiment of a new truth. The universal quotations of Jesus' sayings are largely epigrams. These and the parables appeal to all classes, and form the best studies of Jesus' teachings. It will not be difficult for the student to make a long list of the epigrams used by him.

The Day and the Work

By EDWIN MARKHAM

To each man is given a day and his work for the day;
And once, and no more, he is given to travel this way.
And woe if he flies from the task, whatever the odds;
For the task is appointed to him on the scroll of the gods.

There is waiting a work where only his hands can avail;
And so, if he falters, a chord in the music will fail.
He may laugh to the sky, he may lie for an hour in the sun;
But he dare not go hence till the labor appointed is done.

To each man is given a marble to carve for the wall;
A stone that is needed to heighten the beauty of all;
And only his soul has the magic to give it a grace;
And only his hands have the cunning to put it in place.

. . . . . .

Yes, the task that is given to each man, no other can do;
So the errand is waiting; it has waited through ages for you.

—Exchange.

Personal and Professional

A. W. PLUMMER, 1233 Magnolia avenue, Los Angeles, went from Maine to Los Angeles in 1884, two years after my first visit to that city, and we have known him intimately for forty-two years. The Elementary Principals Club of Los Angeles recently arranged a delightful celebration of his eightieth birthday. He has been a tower of strength to the city and county in all the years of professional service.

DR. WILL C. WOOD, for many years state superintendent of California, and for the past four years California state superintendent of banks, has been on leave of absence, with wife and son, traveling and resting in South America. He has returned, and is once more the efficient state superintendent of banks. Dr. Wood won national fame as a financier by cleaning up and cleaning out a serious banking defect in the first six months of his official career.

DR. WALTER BARNES has accepted a full professorship of English in New York University. He has been on the faculty for two years on leave of absence from State Teachers College, Fairmont, West Viriginia. He is one of the brilliant leaders in the creation of ways and means of stimulating genius and mastery in appreciation of the best writing of today and in the production of worthwhile composition.

DR. JOHN F. LOFTUS, principal, Public School 80, Brooklyn, is president of the New York Teachers Association, and president of the New York University Alumni Association. His great distinction is the creation of "Pupils' Monthly Report on Character Building," which has been in successful operation in his school for fifteen years.

It is no snap-shot, cure-all, one-dose scheme.

If a pupil cares to achieve genuine character; if fathers and mothers think it is worth a little attention once a month, if subject teacher and class teacher think character is a worthy attainment here is a way to have real improvement recognized.

JUDGE MICHAEL H. SULLIVAN, chairman of Boston Public School Survey Committee, was for several years a member of the Boston School Board, and has interested himself in public education on all occasions. He is a wholesome leader in education. He is always well balanced between the need of the best service for boys and girls, who are to be men and women in an age different from that of their childhood; for teachers, who should be adequately paid on condition that they must meet the requirements of education; and the public, that must pay the bills.

T. J. JONES, superintendent, West Allis, Wisconsin, has seen that city of 20,000 population rival any city of any size in the state. There is no better high school building, no more devoted and skillful teachers, and the recent inauguration of a "School for Cripples" indicates the spirit of unusual service to children.

ANSON K. CROSS, Boothbay Harbor, Maine, in his "Vision-Training Method in Art Study" is achieving high success with his creation in art education.

J. STEVENS KADESCH, principal of the High School, Medford, Mass., New England's representative on the National Commission for a Survey of Secondary Education, has earned this distinction by the masterful way in which he has developed leadership in the counsels of High School men in Massachusetts.

LAMBERTUS HEKHUIS, dean of the College of Liberal Arts and Sciences at the University of Wichita, takes high rank among the leading thinkers of the Southwest. We quote a few sentences from an article in The Sunflower, the student paper of the University of Wichita:—

"Many a student accepts the traditions that have grown up at some other school or in some other group and believes that could those traditions be transplanted to our campus, national fame would follow. Were it possible we would be bringing something foreign to our lives—a mere form whereby we wished to announce to the world that we are content to cease doing our own thinking and to accept whatever some other institution does as the best that can be done.

"Each campus presents its own problems, and for each student and faculty organization there are solutions that must be reached as the result of hard work. No copy of what is done elsewhere is a guarantee of success. Each problem is a challenge to blaze a new trail to a more effective type of living. Failure to make an effort in this direction marks the on-coming death of either an individual or an institution."

Through the Malay Peninsula

(Fourth Article)

By L. H. PUTNEY*

ON PAPER Siam has by far the best school system. It was organized along English lines, due to the fact that formerly the foreign adviser to the minister of education was an Englishman. Since I was in Bangkok three years ago, there has been a change in ministers, and I understand that much interest is now being taken in American educational ideas; in fact, only a few months ago one of the American principals in the Philippines was induced to resign and to come to Siam. In 1926 about 575,000 children were enrolled in the public schools of the kingdom.

The weakness of the situation is the primary schools. As a rule these are maintained by the local authorities and are very meagrely supported. Over ninety per centum of them are held in buildings belonging to the wats, often in the *salas* or open porticos in which anyone is welcome to tarry. Most of the teachers are said to receive no more than eight ticals (a tical is worth about forty-five cents in our money) a month. Although theoretically these schools are co-educational, no girls were in attendance in those that I visited in Bangkok. The course of study provides for three years of work and includes Siamese (reading, writing, and spelling), arithmetic, Siam (its history and geography), drawing, morals, and health. Students who do not intend to go on to a secondary school are expected to remain two additional years and to study agriculture and other vocational subjects, but I understand that so far few have done this.

The secondary schools, which enroll some 15,000 pupils, are maintained with national funds and consequently are much better provided for. Unlike the primary schools, which are free, they charge a tuition fee varying from ten to sixty ticals a year. The course is divided into three parts, the first and second covering three years each, and the third two years. Students who complete it are supposed to be ready for matriculation into any foreign university that does not demand Latin. English is a regular study each year.

The government also maintains normal schools in Bangkok for both boys and girls. Their course of study covers two years of work and includes much observation and criticism, and also practice teaching. Besides, the teachers have an association for the purpose of preparing themselves for better positions. Meetings are held daily, and the more important lectures are circulated through a magazine. In this connection let me say that, although the spoken language of the Siamese, with its five tonal inflections which make it possible for the same word to have five different meanings (for example, *song* may mean envelope, shine, hide, noisy, or two), is quite suggestive of the Chinese, the alphabet with its thirty-two vowels and forty-six consonants is strictly phonetic, and far in advance of anything found in China.

The British have established, or are aiding, many schools throughout both the Straits Settlements and the Federated Malay States, but whenever I go there I get the feeling that they have done this more for the sake of public opinion than because of any real interest in educating the natives. Both the colony and the federation have a director of education in common, but unfortunately for the system, he is a civil servant likely to be transferred at any time to another position. For the same reason it often happens that the man holding the place not only knows nothing about the work but, worse still, is not even an educator. Because of the bad reputation that British Malaya bears in educational circles back in England, the government has much difficulty recruiting persons for the service, and as a result the roster usually shows many of the most important positions as "vacant" or filled with "acting" incumbents, who too often are men about to be superannuated. In each of the four federated states there is a local inspector with a number of Malay assistants. These men seem to be interested in their work and quite competent, a most welcome change after what you meet with around the department offices in Singapore.

Taken as a whole, the system, if you may call it such, is composed of several quite distinct parts. There are the so-called *English Schools,* which are conducted in English and patronized for the most part by Chinese boys, though the number of Malay students is increasing, especially in the higher classes. Then there are the *Malay Schools* where all the instruction is given in Malay. They are either four or five-year schools, and in addition to the three R's give instruction in Malay history and geography, drawing, and frequently handwork. At the end of four years the brightest boys may pass into the English schools, where they are put through an intensive course in English for about two years, after which they are usually able to do the work of the fifth standard quite as

*Foreign Representative, Little, Brown & Co.

well as those Chinese students who have passed through the four lower ones. Finally, there are a lot of aided vernacular schools for Tamils and Chinese, for the labor laws require the estates to provide schools for the children of their coolies whenever there are as many as ten of the right age. Where these schools measure up to certain standards fixed by the government, they are granted aids ranging from $5 to $10 a child. At present they are very poor, for the government has no inspector who can either read or speak the language, and many of the teachers are little better than coolies themselves.

Partly as a means of escaping the burden of establishing schools of its own long ago, the government adopted the plan of granting liberal aids to mission and other private schools. As a result, out of the 33,520 boys and girls attending English schools a few years ago, some 23,000 were enrolled in these aided schools, no inconsiderable part of which were institutions belonging to the Methodist Episcopal Church of the United States. It can truthfully be said that, were it not for the liberality of the several Christian churches working in British Malaya, education there would present a far more sorry picture than it does. One interesting sidelight is the prejudice of Malay parents against sending their girls to school. Barely ten percentum of the pupils in the Malay schools, which by the way are absolutely free, are girls. This is explained on the ground that Malay parents are afraid that if their girls learn to read and write they will take to receiving and writing love letters.

Education in the unfederated states has not kept pace with that in the rest of British Malaya, yet Johore, the state at the extreme southern end of the peninsula, thinks that she has a better system than her federated neighbors. Not far from the palace of the sultan in Johore Bahru is a school which, when viewed from afar, is quite impressive. But after trudging up the hill one hot afternoon I found that the excellence was all on the outside. I got one laugh out of it, however, for they have discovered a new use of the "stars and stripes." Six stars after a boy's name means a half-holiday on Wednesday; six stripes, "See the headmaster." This school, being exclusively for Mohammedan boys, is not in session, of course, on Fridays, but is on Sundays, even though the masters do happen to be Englishmen.

The most interesting feature of education in British Malaya is its flexibility. No attempt is made to bind a teacher by hard and fast lines. Some schools have one session a day; others two. In one school they teach basketry; in another, weaving fish nets; and in still a third, simple carpentry. Each headmaster is allowed to select his own textbooks from an approved list, but because there is much moving about, parents are complaining bitterly of the expense to which they are put because of lack of uniformity. How American!

In British Malaya they have a school-lunch system unlike any I have found elsewhere. A half-hour or so before the recess period Chinese food venders may be seen squatted along the road just outside the English schools. As soon as the schools are dismissed, the youngsters make a bee line for them. For a few cents they may have their choice of many things that tickle the appetites of Chinese children. One old fellow will sell them some kind of grain which he parches in a pan over a little charcoal fire. Another has a pile of fried dough which is dripping hot fat. A third takes a chunk of ice in his hands and reduces it to a sort of snow by means of a shaver. He then rolls this snow into a nice little ball and pours over it some sort of red liquor, producing as fine an ice-cream cone as any little Chinese boy or girl could ask. And there are still others who will supply all sorts of fruits and indescribable sweets, which invariably are handed over to the youthful purchasers on pieces of banana leaves.

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They Say

DR. THOMAS D. WOOD, Columbia University:—

"It is more important to know that a child is gaining steadily than that he or she weighs any particular amount at a certain time."

BOOTH TARKINGTON:—

"When I went to college girls looked like hour-glasses with shoes; now they look like sacks with legs."

DR. CHARLES MAYO:—

"You can get along with a wooden leg, but you can't get along with a wooden head."

RUTH HALLER OTTAWAY, Port Huron, Michigan, president of the National Federation of Music Clubs:—

"Collegians are low-brows in music. They are not acquainted with Liszt, Chopin, Wagner, and other great composers, but they are strong for 'Boola,' 'Sweet Adeline,' 'Here's to Good Old Yale, Drink Her Down,' and similar college classics."

T. J. JONES, superintendent, West Allis, Wisconsin:—

"Modern life has become exceedingly intricate in its organization. However, opportunities for life careers to students have been increased a thousand fold. A duty of the schools is to familiarize and acquaint and prepare the child as much as can be done to take advantage of these opportunities to develop happy, useful and successful lives."

JOHN VAN DEVENTER, Fredericksburg, Virginia:—

"If more people could come to realize that an investment in the future welfare of our boys and girls is the greatest investment we could possibly make, I am sure that music would have a community waiting list instead of trying to find the easiest place to break in."

WALTER A. JESSUP, University of Iowa:—

"The best thing the school can do to pay its debt to its friends is to do its work well."

H. M. BUCKLEY:—

"It is our conviction that most pedagogy and textbooks have been written from the standpoint of teaching rather than learning. We must take the spotlight off the teacher and focus it upon the pupil. Learning is a personal, individual process. Mass instruction can never insure mass learning. Not what is done to a child, but what he does to and for himself counts educationally."

CALVIN COOLIDGE:—

"Nations rejoice in the fact that they have the courage to fight each other. When will the time come when they will have courage to trust each other?"

GERALD CHITTENDEN, professor of English, St. Paul's School, Concord, N.H.:—

"Symtomatically, there is too much lecturing in our schools and colleges. The docile taking of notes is still the curse of education, although it tends to vanish in these days. We used to regard education as a process of filling certain undergraduate bottles and corking them with a degree, so that, after the seal was affixed, little could get out, and nothing whatever could get in.

MAX McCONN, dean of Lehigh University:—

"The word collegiate has in recent years undergone an interesting change of meaning. Some of us can remember when it still suggested books and studies, a serene and cloistered life. What are its connotations today? Rather, I fear, coon-skin coats and hip flasks, ukeleles and high-powered cars, pep meets and cheer leaders."

DR. RAYMOND DITMARS, Fellow of New York Zoological Society:—

"No mechanical toy will ever bring out a child's character the way a small rabbit, cat, dog, turtle, duck, chicken or other pet will."

CLARENCE BUDDINGTON KELLAND, author:—

"When a man knows, of a sudden, he is in the clutch of something against which he cannot fight, then he does one of two things: He surrenders to blind panic, or he shrugs his shoulders. He goes mad, or he becomes sane with a clarity he never has known before. He becomes a thing, or he becomes a hero."

GEORGE W. GRAY, in Atlantic Monthly:—

"Every owner of an automobile knows what friction costs in lubricating oil, but only an engineer knows its toll on power. Ten per cent. of an automobile's energy goes to overcome friction."

HEYWOOD BROWN, columnist:—

"Science has doomed the dialects of America. In another hundred years there will be no Southern drawl, and even on the East side of New York a bird will be just that and not a 'boid.' The talkies will give us a common speech."

What Would YOU Do?

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SUPPOSE you suffered an Accident tomorrow that disabled you for weeks or months—

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"An epidemic of influenza broke out in our community and I got it. Had an extra hard dose of it and was confined to bed for nearly three weeks. Then I needed a T. C. U. check—and I got it!"

How easy it is for something to happen—an overplus of the wrong kind of germs, or an accident. One starts out in the morning feeling fine, with the world looking like a good place in which to live. But this evening—or tomorrow—may find one in the hospital, facing a prolonged period of inactivity and a greatly increased expense account. Then you will feel as Miss Della Hiteshew, Windber, Pa., felt when she wrote:

"In time of sickness there is nothing so comforting as knowing that there is a friend so prompt, fair and kind as the T. C. U., ready to help you pay the doctor and the nurse. This comforting knowledge goes a long way in hastening recovery from sickness."

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS IS CONDUCTED BY A SCHOOL EXECUTIVE.

345. How much time should we spend in this Tercentenary business in the schools? (Massachusetts.)

The primary purpose of a tercentenary celebration, as I see it, is appreciation of local history through understanding and the hope that with such appreciation will come a personal and group responsibility for further growth in citizenship. Paying tribute to our pioneer forefathers is an important secondary purpose, and reacts on the original purpose, of course. The old saying that "a man who has no regard for his ancestry will have little for his posterity" is another way of stating this same story of appreciation and responsibility. The two must go together.

With this basis a tercentenary celebration loses any show character and becomes another strictly educational opportunity growing out of the regular school work. It is an occasion into which the local history, music, art, English and physical activities can be headed up with little special work and much profit. It will be a gauge of how much such work you have on hand and how pertinent it is to local conditions and local needs.

Elaborate pageants with elaborate costuming and settings are always questionable from an investment and returns viewpoint. To take school time getting up a big special show is wrong, but if your curriculum is to the point as far as the subjects and activities above mentioned, a little organization and special adjustment will make possible a special observance such as a pageant, a historical dramatization or some special celebration which will fix in the pupil's mind the price paid for our social inheritance, the present value of it, and the possibilities for us in building on. Very little time need be spent on this if such a purpose and such a procedure are kept in mind.

346. How can I cut down retardation in the elementary schools? (Oregon.)

A study of individual needs, difficulties, is the first step. Constant meeting of them through elasticity and variety in the curriculum is one way. The individual work units do much to meet individual difficulties.

Testing to find out individual needs is perhaps one of the first steps under study of the individual. Many systems cut down retardation through sectioning the pupils according to ability. Sectioning within the grade helps much.

In grades beyond the second it is difficult to get teachers to have more than two divisions, but the third or fourth small group for special help does wonders for the slow one. This is a problem for supervision.

A helping teacher to whom children showing signs of falling below standards can be sent for special assistance does a great deal, and is a most profitable plan. Such a teacher saves her salary several times. Retardation is a costly condition from a material as well as a social point of view.

347. How can we help our boys and girls to be faithful under arduous and depressing conditions? (Texas.)

That is a serious question to the adults who have been brought up in the school of perseverance, whether it will be as serious a question to the next generation or not is a matter of doubt on my part. The doctrine of interest is not the doctrine of inclination as some people seem to think. Progressive education does not mean giving up a job because you cease to like it. That is a false idea. Modern education still believes that success often comes through sticking with a job when you would much rather leave it.

Pride in accomplishment, the joy of achievement and service before self are the attitudes we are endeavoring to form in our pupils. Growth and power come from conquering difficulties, and the satisfaction of a work well done makes a universal appeal. While many of our youth are pampered by their elders and live in a pleasure-seeking age we are not raising as many "softies" as you might think. We who got our moral stamina by keeping our noses to the grindstone in our youth (and social scars at the same time) are worried when we see the rapid, carefree pace of boys and girls today. To a certain extent we may be slightly concerned, but on the whole we need not worry. These youth see clearer than we did, maybe do. They balance and evaluate more fearlessly. They cut down and cast aside depressing conditions more freely, which is good for society, and this attitude of pride in power and accomplishment is going to keep them in the game to the finish many a time when righteous perseverance might fail. This confident, seeking, joyous attitude is strong and wholesome too.

After all, life is a series of choices, and our boys and girls will stay with the job if the choice seems wisest. Our business is to train them in the right attitudes and help them to grow in power of right decision.

Home Work for Parents

By ARTHUR DEAN

Dear Mother and Father:

The school board of your community passed last night the following resolutions, and have placed the matter of their enforcement in the hands of those children in your family who are attending school. They will report to the home-room teacher any infraction of the following rules and you will be called before the school board to answer in person the charges against you.

1. You are to fix the breakfast hour early enough to allow ample time for your child to go to school. You are to provide the child with something better than a doughnut and a cup of coffee, keeping in mind that the human body runs on fuel, just as does your stove. You cannot get any heating energy out of your stove unless you put energy, in the form of fuel, into the fire pot, and you must not expect the school teachers to get any mental energy out of your child if you put nothing into his stomach.

2. Make it your business to see that your child attends school regularly. You are not to send him if he has symptoms of an infectious or contagious disease. Too many parents keep their children home for trifles. The loss of a day's attendance should be, if the school amounts to anything at all, a serious loss.

3. We caution you not to doll up your daughter with all the frills which can be gathered together. If she dresses simply, neatly and modestly she will be able to do her school work more comfortably and with more thought upon the studies and less upon herself.

4. Kindly provide some place at home in which your child can study free from interruptions. If for family reasons this cannot be done then allow the child to study elsewhere, as no child can do concentrated work without a study place free from interruptions.

5. Please do not criticise the schools and teachers in front of your children. Listen to the tales of woe of your children, take what they say with just a pinch of salt, visit the school and hear what the teacher has to say, then add a little salt to her statements. But the less we talk and worry about these little school troubles the better, and the more we talk about them, the more they are magnified.

6. Keep up a hearty interest in your children's school work by being posted on what is going on in school; and out of school too. School is a very desirable place for your child, so is the playground, the church, the movie house under proper conditions and your home. Each of these agencies can make important contributions to the education of your child. So keep yourself posted on your child's daily program of education, recreation, religion, entertainment and health.

Faithfully yours,
The Superintendent of Schools.

No, folks, this letter does not come from your superintendent. Nevertheless, in these days of home work for children it is well to think of a possible program of home work for parents.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Roses in December

We all have a memory, of course. We use it every day. We consult it every minute. It is so much a part of us that we seldom give it a thought, and yet a memory is one of the most wonderful things in the whole wide world. Every one will admit that a library is not only a marvelous institution, but also a costly one. Into its making go the thoughts and hands and treasures of thousands of people; memory is a library where the beautiful or the ugly, as we will it, is stored away for our future uses. In my memory, for instance, I hold the thoughts of Dante, and the majestic rhythms of the blind Homer, set side by side with the crash of waterfalls and the sweet spring song of a meadow lark I heard this morning.

Everyone will admit that the company of great men is a marvelous asset in anyone's living; in memory, alone, have we such a company. In memory, for instance, as I will it, the great Wordsworth talks to me in his very choicest style, not ashamed, I assure you, of the chorus of little frogs I heard peeping last night on the margin of a swamp.

But memory is far more than all this, it is magic; it is witchery; I am very sure it was given to the spirit for the spirit's joy when the things of earth press in upon it with too great a stress. Someone has beautifully said: "God has given us our memories that we might have roses in December," yes, and kindly words in hours of sorrow; and song when the heart is sick, and sweetness to temper sudden bitterness.

To me memory is a many-colored light, playing out of the past across our shoulders, showing us the way ahead. Blessed is he who regards his memory as a sacred shrine, into which nothing that is unworthy or impure or sordid is allowed to enter and remain.

Jeddy Simple—I

Jeddy was a newcomer in the village. Nobody seemed to know just when or from whence he had come. The morning sun rose over the pointed village roofs, and there was Jeddy, smiling and friendly, and throwing back his long, blonde hair from his eyes with a wave of his left hand. Jeddy's smile was contagious. You met him and he smiled and you wondered, then you grew worried a little bit, then you felt something warm and pleasant about your heart, and then you smiled, too, and Jeddy and you were friends. And yet Jeddy was a simpleton, a very pleasant, amiable simpleton, with a firm conviction that he was not only not a simpleton, but on the contrary a very wise young man, whose destiny it was to set the world right in its work, and warn it against the consequences of its mistakes.

The very first day Jeddy came to town he entered the shop of the tailor and smiled, then he held up a warning hand. "My dear friend," he said, "I have come just in time to see you knot the end of your thread. Never, I pray you, never sew your goods with an unknotted thread. Let me show you the consequences," whereupon Jeddy seized the cloth and the needle, and with the long shears snipped off the knot in the thread's end. Then he diligently sewed the cloth as it should have been sewed as far as the thread would go. "There," he cried triumphantly, "the cloth is sewed beautifully, as you will admit, but see, because there is no knot in the end of the thread—a single pull—and all the work is undone." With a wave of his hand Jeddy dropped the cloth into the lap of the cross-legged tailor and flitted away out the door into the sunshine before the astonished craftsman could say a word.

Not far away Jeddy came upon a painter, painting a fence. "My dear sir," he cried joyfully, " I have come just in time. I saw you dip your brush into that paint can and bring it forth loaded with paint. Never! Never! I pray you, dip your brush into an empty can. Only failure will result. You could actually paint all day from an empty can and be no further along at five o'clock than you were at nine. Now, lest you do not believe me, I shall show you," whereupon Jeddy emptied the can of paint, draining it to the last drop, and then vigorously started to paint the fence with a dry brush. Slap, dash, dip — slap — dash, dip, went the brush, working, of course, no change of color on the weather-beaten boards. "There!" cried Jeddy, "You see, now, it is as I say. Good day to you! Good day!" With a flap of the brush into the empty can, Jeddy was off, leaving an open-mouthed painter behind him.

A little further along Jeddy entered a forest. To one side of the path a woodchopper labored at the foot of a huge oak. "My dear friend, my dear friend," cried Jeddy, as he ran across to him, "let me feel the edge of your axe!" "Ah," cried Jeddy, as he ran his thumb over the keen edge, "I see your axe is sharp. O my friend, I pray you, never, never try to cut down a tree like this with a dull axe. You will only waste your muscle and tire your back and accomplish nothing for all your pains. Now you may not believe me, so I shall show you what comes of cutting with a dull axe," whereupon Jeddy hacked vigorously for a second on a huge rock.

"Now watch," he cried triumphantly, "no matter how hard I toil, scarcely a chip will fly from the tree. It is a true saying that says: 'No golden chips fall to the dull axe'!" Whang! Whang! Whang! Whang! went Jeddy's axe, beating the tree until the leaves overhead trembled with excitement. "There," panted Jeddy, at last, "you see my advice is good. Not a chip has fallen to all my efforts." With a flip of the axe to the foot of the tree, Jeddy was off, singing a song, leaving the open-mouthed woodchopper behind him.

Not far away in the woods Jeddy came upon a wide clearing. Close to the fence was a gardener, carefully hoeing about the roots of a magnificent rose bush. Jeddy stopped and watched him for a moment, hands on knees, with head bent down, noting every movement of the hoe. "My friend," he said at last, to the gardener, "I think I can help you. I notice you hoe carefully about the roots of this lovely rose. My! My! What a disaster would overtake you if you made the mistake of sinking your hoe too deeply into the ground. Oh, I pray you, gentle gardener, never, never, do that. Lend me your hoe. See! I shall show you exactly the consequences of such a mistake." In a second Jeddy had sunk the hoe-head into the soft earth, and with three vigorous pulls uprooted the entire bush. "There," he cried, triumphantly, "see what comes of being careless. In an hour every rose on the bush will be wilted and dead. Each one shall be a proof that my advice to you is the best ever. Do not thank me, my friend, for my labor is the labor of love, and it is joy enough for me if I have helped you." Flinging down the hoe, Jeddy was off, leaving an open-mouthed gardener behind him.

(To be Continued.)

Jeddy Simple—II

Now at eventide Jeddy came to the village square. The woodchopper had told his story, and the tailor his, and the gardener his, and the painter was just beginning to tell his. In the hands

of each was a pewter of strong whiskey. "Good evening! Good evening, kind friends," cried Jeddy. "I see you are drinking strong drink. Dear me, what foolish fellows you are. Do you not know how deadly a poison alcohol is? How it numbs your senses and destroys your intellect, and leaves you babbling worse than infants ten days old! Come! Because I love you, I shall show you just what strong drink does to a man." Whereupon, before anyone could stop him, Jeddy drained the full pewter of alcohol, and almost at once fell down in a fit, from which within an hour he had died.

"He meant well," said the village preacher, "and as for his advice to each of you, the more I think of it, the more value I see in it. Now take the case of the tailor. Poor Jeddy did not mean the knot in the thread at all; he meant the way the tailor is bringing up his children, letting them run loose through society, with no 'bringing up,' as a thread is brought up, when the knot is reached. Ah, my friends, what a lesson is here. Without our knots, in other words, our laws, how quickly the garment of society would fall apart. And as for the painter's experience, well, I must smile even on this sorrowful occasion. How many of us are trying to paint up our fences out of empty buckets. Take the painter, himself. He has just bought a limousine, when everyone knows he owes a whole year's butcher's bill. Regarding the wood chopper's axe! My friends, not one of us would chop down a tree with a dull axe, but everyone of us, without exception, attacks life and its problems, with brains dulled by ignorance and self-conceit. Very few sparks, I assure you, fly from the grindstones, the books, I mean, in our little local library. And now, as regards the gardener, in this little village there is a bootlegger, whom everyone knows; while the churches and schools are tenderly cultivating the earth about the feet of our rose bushes, our girls and boys, this man is industriously tearing the very roots out of the earth. What are we doing about it? Nothing at all, I assure you. And in doing nothing, we are aiding this reprobate in his ugly work. So, my friends, Jeddy was not such a simpleton after all. Even in death he pointed out a valuable truth, and in that sense is a martyr in a noble cause."

Clay Tablets

One day two workers met in the marketplace of a city whose name has been forgotten. "Simon," said one of the workers, "I had a good laugh today. Petro came in, you know who he is, that long-haired poet from across the bay. He wanted twenty thin clay tablets, and when I said: 'Are you going to use them to make a record of your bills?' he said: 'No, indeed, I am not. Nobody owes me anything. Instead, I owe everybody something.' 'Indeed,' said I, 'then you shall pay me cash for my bricks.' 'Gladly!' he said, as he pulled out a wallet full of gold pieces. 'I always pay as I go. As for my remark that I owe everybody something, this is what I meant. There is no one so mean or so wicked or so ignorant, but has within him a blessed spirit, and the shining of that spirit in this way or that, in the way he looks or the way he smiles, creates a debt in the rest of us, who have the privilege of looking at the doings of spirit with these human eyes.'

"I do not understand," said I, whereupon Petro smiled that slow smile of his, and said: 'Look at your hands. Are they not yellow with the bricks you make, and you—are you not of more precious stuff than bricks, and has not Someone dabbled His hands in clay in the making of you? I would that I could see those Holy hands. 'But why do you wish these bricks?' I asked, unable to understand him. 'I use them,' said he, 'for this purpose. On each I shall write a thought of mine, lest tomorrow I forget it and it shall be lost like a butterfly going over green fields, or song of bird heard at dawn, but still at the fall of night.' 'You should have your thoughts cut into bronze,' said I, with a laugh. 'Clay is such fragile stuff.' 'It will do,' said he. With that he took his tablets, paid me and was on his way. Now if he had taken my advice, bronze would be the thing to use. A little dampness, a little blow, and his tablets are dust, and his thoughts lost forever."

"You are wise," said the second worker, "and he is foolish. Poor Petro. Imagine writing thoughts on clay bricks and hoping to save them."

Ten years passed and the house of Petro was full of clay bricks, each one bearing a lovely thought, then hard days came. A conqueror swept down from the north. Petro died and his house was burned to the ground with all the other houses in the city. Nothing was spared from the flames.

Last summer scientists dug down to the spot where Petro's house stood. Imagine their amazement and joy to find every brick just as Petro had marked it, each one still bearing its lovely little thought. The very fire that had destroyed the city had baked the bricks into lava-like hardness, through which the marks of Petro's stylus shone as clearly as the day he had drawn them.

The Liar's Mound

The Dyaks are a very primitive people of the island of Borneo. One of their pleasant little pastimes is head hunting. In order to become a real man, until very recently, it was necessary for every youth to bring home a human head. Of course the youth tried to get the head of an enemy, but if the enemy loved his head too much to part with it easily, then the head of a neighbor would do just as well.

One would hardly expect, therefore, to find among these people a great regard for truth, and yet the Dyaks are among the most truthful people in the world. Besides being truthful they are original. They have imagination. Suppose some Dyak warrior tells a lie intended to deceive and is caught at it. Do they argue with him or call him a liar? No, indeed, they are too polite. They say nothing, but all get up and leave. They go right out to a prominent place along the main road and break off branches and twigs of trees and build a huge "liar's mound." Every one knows, of course, whose mound it is, so they do not label it, then for years and years everyone who passes recalls that lie by throwing in his quota of new branches. Suppose, after forty years, the liar dies; does the Dyak feel that the lie has been atoned for? Not at all! He says the lie is part of the man's spirit and, therefore, as undying as the spirit itself, so he merrily piles on the extra armful of twigs. Suppose the liar's son gets angry and in the dark of the morn burns up the pile; another one is immediately started after a powwow that sets the lie going as freshly as ever.

One cannot help feeling sympathy for the grandchildren and the great-grandchildren of the Dyak liar, but as usual there is another side to the story. The Dyaks point out that a lie, once started, is hard to stop and often does not stop but goes on growing and growing until it has piled up for itself a real liar's mound to which, perhaps, a million lips have added sentences. The world is full of such "liars' mounds." We are all adding to them all the time. Do you wish a few examples? Here are six: "Every man has a price"; "Politicians are all grafters"; "All lawyers are crooked"; "The Prohibition amendment was forced on the people"; "Manufacturers have a right to encourage cigarette smoking among the youth of both sexes"; "The motion picture industry is for adults, therefore children have no business attending pictures not fit for them to see." And just for the sake of good measure I shall throw in another. "The freedom of the press demands the publication of anything the editor wishes to publish, no matter how rotten it is."

I am sure any wide-awake girl or boy can find a dozen other liars' mounds scattered along the pathway of every day.

EDUCATION IN ACTION

Teachers Blamed in Part For Apathy on Dry Law

School teachers have contributed to the general disregard of the Eighteenth Amendment by not emphasizing to their pupils the advantages of prohibition and temperance, Dr. William Mather Lewis, president of Lafayette College, said at the annual convention of the Westchester, N. Y., County Teachers Association. About 1,000 were present. Where once the subject of drink and its evils was dinned into the ear of every student, instructors today are prone to forget that the matter is of vital educational importance and instead choose to regard it merely as a political issue and to be settled as such, Dr. Lewis said.

Women Mentally Equal to Men

Women were rated as equals of men in a comparison of brains made public recently at Cornell University. The conclusion was not theoretical, but was based upon actual measurements of the brains of numerous individuals in the famous Cornell collection of the brains of notable persons. It was made by Dr. James W. Papez, assistant professor of neurology. "There is nothing in the outer organization of the female brain which would make it much different or inferior to that of the male," he said. "Given the same opportunities and incentives, the intellectual attainments of women need not be inferior to those of men."

New Uniforms For R. O. T. C.

A modified uniform was authorized by the War Department, recently, for the senior units of the Reserve Officers Training Corps, maintained at various colleges and schools throughout the country, and delivery will be completed by next September. The uniforms will be made of sixteen-ounce olive drab melton. Student officers will wear the Sam Brown belt, service cap and leather leggings, and basic students will wear uniforms similar to those of enlisted men of the army, with service or overseas caps. The uniform of the basic students will differ from that of the enlisted men and that of the advanced students, in that the lapels of the coat will be faced with sky-blue material.

Terms Illiteracy A Cause of Idleness

Illiteracy and lack of education were called the fundamental basis of permanent unemployment in an age which requires the intelligent handling of machinery, by Dr. Winthrop Talbot, chairman of the section of adult education of the New York Society for the Experimental Study of Education. Dr. Talbot declared that, although there were many able-bodied, intelligent men out of work at present, a large percentage of unemployed men were unskilled laborers who had been displaced by machinery. The economic adjustment of the country, when building projects now being planned are put in operation, will undoubtedly provide employment for skilled workers, he said, but the situation of illiterate laborers can be corrected only by education.

New Teachers Swell Total of Idle to 3,431

The waiting list of the unemployed public school teachers in New York City was lengthened recently to a total of 3,431 young men and women when the board of examiners licensed 749 new teachers. With the addition of the new eligible list the problem of unemployment among the teachers, already of deep concern to the school system, became more serious. Simultaneously with the issuance of eligibility lists by the board, the Teachers' Union wrote a letter to Superintendent William J. O'Shea, urging that practical steps be taken immediately to relieve the situation.

Schools for Unemployed Are Proposed for English

Hundreds of thousands of English men and women, long out of their 'teens, will be sent back to school, if the current plans of the Labor government materialize. Details were disclosed recently of a scheme to send Britain's hordes of unemployed, who have been drawing unemployment insurance over long periods, to training centres, so that their morale shall not be affected by the prolonged idleness. Approved courses of instruction are to be chosen and then powers which hitherto have been extended to insurance officers under the unemployment act with regard to persons less than eighteen years old will be operated in the case of workless over that age.

Students Strike For Faculty Reinstatements

Lincoln Memorial University, mountain boys' and girls' school in Harrogate, Tenn., financed by some of the nation's prominent business men and other leaders, was confronted recently by a strike of the students who demanded reinstatement of four professors, and re-organization of the university administration. Judge J. H. S. Morrison, vice-president of the trustees' board, said that a "very small proportion" of the approximately 400 students participated in the strike, and that none of the demands would be met, "because there is no real reason for them." He said classes continued. The president of the student body, Clay McCarroll, of Knoxville, said nearly all the students participated.

Public School Course In Hebrew Mapped

A plan to introduce the study of Hebrew as an elective subject in the secondary schools of New York City, as an experiment, was again presented to the Board of Superintendents by Superintendent William J. O'Shea. The Board went on record some time before this as opposed to the proposal and the superintendent asked that the matter be reconsidered. Dr. O'Shea said that he had been impressed by the arguments in favor of Hebrew presented at a hearing before the Board previously by Rabbi Stephen S. Wise and Judge Otto Rosalsky. The school head thought it "a matter of justice" to offer the subject as an elective, if there is sufficient demand for it. The superintendent made it clear that the language, if accepted, will be taught without any relation to religion.

Retentive Memory Marks Chinese Youths in Test

Miss E. T. Chen, graduate of Columbia University, is trying to discover the chief mental differences between Chinese and Caucasians. She is making tests in the psychological laboratory of the College of Education, Amoy University, China. Miss Chen has already proved to the satisfaction of her superiors that the Chinese boy or girl of high school age has a more retentive memory than the average Occidental youth. Tests have shown that the young Chinese can look at a printed page for a few minutes and repeat it verbatim the next day. Miss Chen worked this out in classrooms. She found that the average pupil there could memorize 1,062 words of prose or 702 of poetry in less than an hour. This is equivalent to four pages of an ordinary sized book printed in English. The experiments are now being conducted with adolescents.

Only College Graduates Jobless

Bulgaria is suffering from an overproduction of college graduates, the university trained men being the only class of the population which shows an appreciable percentage of unemployment. The condition has arisen largely from the urge among the farming families to have at least one of the sons or daughters attend a university. Sacrifices are willingly made to accomplish this ideal, the main object being to get an education that will enable the young man or woman to pass a civil service examination and land a government position. Today hundreds of the products of this feeling are unable to find places. The professions are overcrowded, and to make matters worse, the government has developed an economical streak and is talking of abolishing many of the public office sinecures.

Turkey Bars Teachers From Beauty Parlors

The Turkish Minister of Education has taken a roundabout way of telling school teachers of the nation to be simple. Orders were given last year forbidding teachers to use rouge or wear silk gowns. Now a new ministerial decree proclaims: "The punishment of removal from their posts shall be inflicted upon teachers of both sexes whose visages are indicative of too prolonged sojourns in beauty parlors."

Mexico to Revive Aztec Language

Courses in "Nahuatl," or the Aztec language, are part of the regular program in the Mexican national preparatory school for 1930. School authorities decided that an educated Mexican should know something of Aztec because so many of his everyday words have a pre-Columbian origin. Very few educated Mexicans, however, know any Aztec. Although there are fifty-odd Indian racial groups with distinct languages and dialects in Mexico today, the Aztecs were the ones who gave their names to almost the entire map of the country.

SUPERVISED STUDENT-TEACHING

ARTHUR RAYMOND MEAD

JOHNSON PUBLISHING CO.
RICHMOND ATLANTA DALLAS
NEW YORK CHICAGO

China Invents New Language

A new Chinese language has been invented and its teaching made compulsory in every public school in the country. It is called "Pei-hua." Its existence is due to the desire of the educational authorities to get rid of the hundred or more dialects which have hampered the land since time immemorial. Although the Chinese written language is the same in all provinces, the spoken word differs in each. "Pei-hua" is a mixture of Mandarin and other northern dialects. Its use is expected to abolish the language trouble after a generation or two.

Contests by Pupils In Schools Attacked

Dr. Edwin C. Broome, superintendent of public schools in Philadelphia, criticised prize competitions at the concluding session of Schoolmen's Week at the University of Pennsylvania. "If we must resort to more material stimuli than the satisfaction of a task well done, is there not something wrong with our system?" he asked. "Contests which take individuals, groups or teams away from home or to shake hands with the President, for instance, are really an exploitation of the children. The pupils who compete do not do so for any particular interest in the subject."

Harvard Installs Talkie Equipment

Complete modern motion-picture equipment, for talking as well as silent films, has just been installed for the University Film Foundation, which is making educational films for Harvard University. The foundation has made twenty reels of films in the fields of geography, anthropology and the fine arts. It now plans to make a photographic record of eminent professors and personalities connected with the University. A talking film on Massachusetts history, with Professor Albert Bushnell Hart depicting in vivid sequence the development of the Commonwealth, is now all but completed by the foundation.

Japanese Schoolboy Baseball Games

The tournament to decide the national secondary school baseball championship of Japan, held recently at Koshien stadium near Asaka, broke all attendance records. Because the final contest was played in a drizzling rain, the attendance was only 40,000, but the opening game drew 80,000 which is the capacity of the stands. The peak attendance was reached on a national holiday, when overflow crowds brought the total close to 100,000. Shinko, a commercial school of Kobe, won the championship, defeating Matsuyama commercial school.

Cambridge Bars High School Parking

Collegiate flivvers and machines of later vintage suffered the same fate as Mary's lamb recently at a stormy session of the Cambridge, Mass., school committee. More than 200 faithful steeds of students and teachers will no longer circle the streets around the Cambridge High and Latin School, following a complaint from Fire Chief James M. Casey that the practice of parking about the buildings constitutes a serious menace in case of a fire. The ruling was made during one of the most bitter sessions the committee ever had.

Radio on Pen Fools Teachers

While Gifford Hefley attended his high school classes in Norman, Okla., he listened to the radio programs and the teachers thought he was writing with his fountain pen. Hefley placed a piece of galena on the end of his pen to serve as a crystal. Several stations could be heard.

Compulsory Education Law Enacted in 1642

The basis of modern compulsory education is believed to be the law of 1642 enacted by the General Court of Massachusetts Colony when it decreed that the chosen administrative officers of every town should be charged with the duty and power to take account of parents and their children, "concerning their calling and employment of their children, especially of their ability to read and understand the principles of religion and the capital laws of the country." The order imposed fines upon any refusing to render such accounts as shall be required by the administrative officers. This law was supplemented by further order of the court in 1647, which required every town with fifty families to provide a schoolmaster to teach all children who "shall resorte to him, to write and read"; and which furthermore required every town of 100 families to "sett up a grammar schoole."

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The BOOK TABLE

AN INTRODUCTION TO CHILD STUDY. By Ruth Strang. Teachers College. Cloth. New York: The Macmillan Company.

There is need of a new book on Child Study as often as once in three years, and the new study should be by someone who has never written a book on Child Study.

The daily press publish as much as would make a good-sized book on Child Study every month by Angelo Patri, Arthur Dean and other writers of daily articles on boys and girls. It is largely new stuff, and much if it is of high value. While there are fundamental truths about children, there are an infinite variety of children and there is an almost infinite variety of home conditions every month, and the social and domestic reactions demand limitless suggestions in Child Study.

Dr. Strang's "Introduction to Child Study" has the flavor of ripeness and of packing for an immediate market. There is a flavor of today instead of the day-before-yesterday. It is as refreshing as an April shower, and suggests what should be rather than what has been.

THE LADDER OF LIFE. Science Readers, Book VII. By William L. Nida, State Teachers College, San Diego, California, and Tracy H. Holmes, Alhambra, California. Cloth. Illustrated. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

This culmination of an interesting and highly instructive series of books for children in the elementary grades and in the Junior High School gives an important account of the development of animals from sponge, angleworms and snails, through flies, beetles and ants to birds, foxes and lions.

The illustrations trace the animal life up its ladder so clearly as to make the child's knowledge endure through life.

LABORATORY EXERCISES IN ZOOLOGY. By William M. Barrows, Sc. D., Ohio State University. In New-World Science Series. Edited by John W. Ritchie. Waterproof fabrikoid. 103 pages, illustrated. Yonkers-on-Hudson, New York, 2126 Prairie Avenue, Chicago, Boston, Atlanta, San Francisco, Portland, Manila: World Book Company.

Animal biology has high significance, because the traditional term zoology has so many different suggestions, as it has come down to the present time. It made its first prominent appearance half a century ago, when Massachusetts employed Sanborn Tenny to lecture in cities and institutions, because he made nature study popular by the use of facts of zoology.

This manual is a scientific treatise on animal biology and provides a complete high school laboratory course with emphasis on the study of living organisms. With it as a guide, the class can secure its own dependable living material and carry on laboratory work in modern zoology with little resort to preserved or purchased organisms.

The exercises are planned as units, so that they may be taken up in the order desired to conform with any particular course or textbook.

PLAYS FOR GRADUATION DAYS. Compiled and edited by A. P. Sanford. With a Preface by Percival Wilde. Cloth. 322 pages. New York: Dodd, Mead and Company.

Here are eleven plays adapted to graduation days. Most of these have not been previously published, and several were written expressly for this volume by dramatists who are specializing in plays for youth.

It is worthy of note that Mr. Sanford has produced first-class plays that can be used without royalty expense.

The practice of having public schools put on plays for which the school has to pay a royalty causes much criticism. It should be possible, as Dodd, Mead and Company have demonstrated, for schools to put on plays as good as royalty plays.

These plays are specially adapted to junior high schools.

ART AGES. By Pedro J. Lemos, editor, School Arts Magazine; director of Stanford University Museum of Fine Arts. Worcester, Massachusetts: Published by School Arts Magazine.

This is a Reference Portfolio in loose leaf form, containing forty large plates, each ten by fourteen inches. These forty plates cover the ten great periods of art in the history of the world, beginning with the Egyptian period and going through the American Colonial period. Four plates are devoted to each period—one showing the general architecture, and also showing some of the gems of the architecture of that period, such as the Taj Mahal, Cologne Cathedral, Old State House, Boston, and so on; one plate showing the costumes of the period; one plate showing the architectural designs of the period, and one plate which shows the furniture, instruments, tools, and weapons of the period.

Thus, in one complete collection, is the related art history of the world as it has been passed down, generation by generation.

"Art Ages" is one of the creations in education which is of inestimable service to every one directly interested in art education or in personal appreciation of art.

SHAKESPEARE'S IDEALS OF WOMANHOOD. By George William Gerwig. De luxe edition. East Aurora, New York: The Roycroft Shops.

The most attractive and worthwhile Shakespeare book of the year is Dr. Gerwig's "Shakespeare's Ideals of Womanhood." We have never seen any statement regarding Shakespeare's creations in literature that is as impressive a brief statement as this of Dr. George William Gerwig, of Pittsburgh, in "Shakespeare's Ideals of Womanhood": "Those qualities of innate purity of mind and of steadfastness and beauty of soul, which have come to constitute ideal womanhood for all time, were not present in the life or the literature of the world until Shakespeare made us his eternal debtor by putting them there."

These "Ideals of Womanhood" are the richest heritage life and letters have brought to the twentieth century. They measure the debt of gratitude we owe Shakespeare for his appreciation and interpretation of the world's need for all time. It is the privilege of each of us to know really and intimately Juliet the poetic, Portia the capable, Rosalind the winsome, Cordelia the honest, Hermione the loyal, Volumnia the wise, Viola the tender, Ophelia and Desdemona, the sorrowful.

These ideal women of Shakespeare created the Bassanios whom they love, the Hamlets whom they inspire, the Benedicts whom they taunt, and the Shylocks whom they circumvent.

Shakespeare taught the men and the women of the world many of their greatest lessons in living.

Books Received

"Elementary Science," Book One. By E. C. Persing and E. K. Peebles. New York City: D. Appleton and Company.

"Eighth Year Mathematics." By E. R. Breslich.—"An Introduction to Child Study." By Ruth Strange, Ph. D.—"American History." By Thomas Marshall. New York City: The Macmillan Company.

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GRINS BETWEEN GRINDS

Much Obliged, Suh!

Traveler—"Did you find a roll containing $50 under my pillow?"

Pullman Porter—"Yes, suh; thank you, suh!"—Washington Dirge.

Prize Awarded

Fond Father— "The man who marries my daughter, sir, wins a prize."

Guest—"My word, that is a novel idea! Is it a money prize or just a silver cup?"—Cleveland News.

What a Wizard Discovered

Albert—"I feel sad, I've just had my handwriting read."

Jim—"What did the expert say?"

Albert—"That from the way I made the 'n' at the beginning of 'pneumatic,' he knew I had never been to school."

Providing

Mrs. Waggs—"Do you think the palmist could tell my fortune, John?"

Mr. Waggs—"Well, you'd have to give her a chance to talk."—London Opinion.

It Might Work

Policeman—"Why are you racing through the town at this rate?'

Motorcyclist—"My brake is out of order and I wanted to get home before there is an accident."—Buen Humor.

Twas Ever Thus

Belle—"How do you like your new boss?"

Grace—"Rotten. We don't pull together at all. When I'm late, he's early, and when I'm early, he's late."

He Should Care?

A fat woman elbowed her way through the crowd, jabbing first one person and then another. Finally, she gave one nearby man an unusually hard thump, and asked: "I say, does it make any difference which car I take to Mount Royal Cemetery?"

"Not to me, madame," was the reply.—Montreal Star.

Must Be Fiction

Young Man—"Have you a book called 'Man, the World's Ruler,' please?"

Librarienne—"I should think you might find it in the fiction department, sir."—Montreal Star.

Experienced

The archbishop had preached a splendid sermon on the beauties and joys of married life. Two old Bridgets waddled slowly out at the close of the service.

"Ah, 'twas a fine sermon his rivrince was after tellin' us."

"Indeed it was. An' I wish I knew as little about it as he does."

Simply Wanted Marmalade

A very rich and pompous man was staying at a small country hotel in England, and as he entered the breakfast room the only other visitor rose from his seat.

"Sit down, sit down!" boomed the great and rich one, condescendingly.

"Why?" asked the other. "Can't I get some marmalade if I like?"—The Christian Register.

And Cheap at That

A barber was much surprised to receive a tip from a customer before he had started to cut his hair.

"Thank you, sir! It isn't very often a customer tips us before we start," he said.

"That isn't a tip," snapped the man in the chair. "That's hush money."

Not Really Licked

American—"Well, I gotta hand it to you birds for one thing, you've got us licked on fancy movie houses."

Frenchman—"Oh, M'sieu, that is no cinema; that is the Rheims Cathedral."—Montreal Star.

Had Some Experience

Doctor—"Your throat is in a bad state. Have you ever tried gargling with salt water?"

Sailor—"Yes, I've been shipwrecked a dozen times."—Vancouver Province.

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Instructs in Egyptology

The lure of the ancient world; the fascination of re-discovering it in the buried remains of past civilizations; of piecing together, as it were, patchwork of scraps out of which to trace the pattern of unexplored history; the joy of research under a blazing sun for some small portion of desirable materials—these things, regarded first as a hobby, and later as a serious study, have led Miss Edith E. Clements, London teacher, to seek further outlet in the giving of them to young listeners who one day may go out to seek for themselves the treasures of the sand. "Archaeology is not really the natural study of old gentlemen with horn-rimmed spectacles and long gray beards," she said. "It is essentially a thing for young people who, a lifetime before them, desire to trace the rise and fall of past civilizations in the effort to benefit their own." Miss Clements believes that a whole range of workers will be needed for what she looks forward to as a period of great and valuable discovery—artists, architects, draftsmen, library workers, in all of whom should be that love of research and exactness of detail which marks the value of the true workman. Because she believes in these things, she has set herself the task of explaining, in simple fashion, the first elements of Egyptology to young people in schools and colleges. "I want," she said, "to give them, in the inspiration which always accompanies the first glimpse of a life of exploration, something of the eagerness which makes dull ways burdensome, and adventure the thing that is really worth while."

Adult Illiteracy Problem

Illiteracy among peasant parents is the greatest foe of education in Colombia, according to Dr. J. Vicente Huertas, minister of National Education. Attendance is a serious problem despite the fact there is absolutely no cost to the poorer classes, all books and school supplies being furnished by the schools. It is estimated by Dr. Huertas that there are 1,500,000 children of school age in Colombia. Colombia passed a law in 1927 making education compulsory. General education was given to the people of Colombia after she gained her freedom from Spain in 1810, but more than 100 years passed before education became compulsory. There is no coeducation in Colombia. The hours are long—from 7 o'clock in the morning until 11 o'clock, with two hours at noon, and from 1 to 4 o'clock in the afternoon. The school year is from February to November, with two or three days' vacation at Easter and two weeks' vacation in July.

We Must Look to Education

A country's greatest resource is the untrained talent of its rising generation. To search this out and give it full opportunity is surely a good philosophy for a democracy. Whether we represent the endowed or the publicly supported institutions, there rests on all alike the imperative obligation to exercise to the uttermost such creative imagination, such wisdom and energy and devotion as we can command, to meet the bewildering educational needs of our time and people. If the greatest experiment in self-government ever undertaken by man is to avoid the pitfalls of persuasive vulgarity and meretricious ignorance, masquerading as sophisticated intelligence; if it is to survive the sinister influences of political corruption and commercial greed; if it is to come into its heritage of great intellectual and spiritual achievement, which shall furnish the indispensable counterpart and complement to its unprecedented material accumulations, it is chiefly to education that we must look. The development of that education will call for all those human qualities of courage and vision and self-sacrifice which we justly esteem most highly. We may well pray that we be not found wanting in this supreme test of our national life.

—James R. Angell.

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